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ABSTRACT

This annual report details the effectiveness of the state's program in preparing at-risk children for kindergarten and the early grades in Illinois. Divided into six areas, the report presents statistical data to describe the following: (1) program participants; (2) change in program participation since its inception in 1986; (3) program's ability to increase children's readiness for kindergarten; (4) factors contributing to children's readiness for kindergarten; (5) program characteristics; and (6) affect of program participation on students' achievement in later elementary grades. The report concludes that: a support mechanism to sustain learning gains as students progress across grades may be necessary; the at-risk program should continue to emphasize the role of parents and expand opportunities and the level of involvement; program participants increased at a higher rate than program funding due to increased financial involvement from individual school districts; and quality of the prekindergarten program should improve to assure long-term academic success of participants. The state board of education's policy statement on early childhood education and 17 statistical tables are appended. (LBT)

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ILLINOIS PREKINDERGARTEN PROGRAM FOR CHILDREN AT RISK OF ACADEMIC FAILURE

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FY 97 EVALUATION REPORT

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ILLINOIS PREKINDERGARTEN PROGRAM FOR CHILDREN AT RISK OF ACADEMIC FAILURE FY 97 EVALUATION REPORT

ILLINOIS STATE BOARD OF EDUCATION
Center for Policy, Planning, and Resource Management

June 1998

Louis Mervis, Chairperson
State Board of Education

Joseph A. Spagnolo
State Superintendent of Education

The interpretations and conclusions expressed in this report have been prepared by staff and do not necessarily reflect the position or the policy of the Illinois State Board of Education.

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PROGRAM HIGHLIGHTS FOR FY 97

The Illinois Prekindergarten Program for Children At Risk of Academic Failure provides state grants to public school districts to conduct preschool education programs for children ages three to five who are at risk of academic failure. General findings are as follows:

- Funding was increased by 10% to $112.2 million for the prekindergarten at-risk program from FY 96 to FY 97.

- Statewide, 376 projects received state funds to serve children in 607 districts, a 7% increase from FY 96. Fifty-one of these projects served 231 districts under a joint agreement with other districts.

- The total number of children served was 45,614, a 20% increase from FY 96.

- Of the total served, 11,597 children (25%) were in their second year of the prekindergarten program. Of the children eligible after screening, 63% were served and 13,579 children were on a waiting list at the end of 1997 school year.

- The average amount spent per child from the appropriation decreased by 8% from $2,680 in FY 96 to $2,460 in FY 97.

- Statewide, teachers ranked 26% of the children who participated in prekindergarten programs as above average and 55% as average in their kindergarten readiness skills.

- About 31% of the children served were from single-parent homes and 4% were living with adults other than their parents.

- Almost all parents were reported to be involved in at least one parent involvement activity. Fifty-five percent of the parents participated in four or more parent involvement activities.

- The average teacher-child ratio was 1 to 16, and adult-child (teacher and teacher's aide) ratio was 1 to 7.9.

- The percentage of teachers holding Early Childhood certificates increased from 74% to 78% in FY 97.

- Children in prekindergarten programs averaged 114 days of attendance with 10 to 12 hours of classroom instruction each week. The average number of days absent was 13.

- A longitudinal study indicates that a majority of former participating children, 82% in kindergarten and 70% in seventh grade, are ranked by their teachers as above average or average in performance across different instructional areas.

- The average IGAP scores of former participants are lower than the total state averages in reading, mathematics, science and social science. This difference widens for the students in higher grades.

- Illinois State Board of Education estimates 131,419 three- and four-year old children to be at risk of academic failure in Illinois. With this estimate as a guide, the Illinois Prekindergarten Program served 35% of the total at-risk children in FY 97. Head Start programs served another 30,654 (23%) children in FY 97.

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WHO PARTICIPATES IN THE PREKINDERGARTEN PROGRAM IN ILLINOIS?

In 1985, the Illinois State Board of Education (ISBE) adopted a policy on early childhood education and was authorized by legislation to administer grants to school districts to operate prekindergarten programs for children three to five years of age. The eligible population to be served in this program was described as "children who were at-risk of academic failure because of their home and community environment." Many of the at risk children come from low income families and families where English is not spoken as the primary language in the home. Many are children of teen-aged parents who have not yet completed high school. Some are children who were born prematurely or had a low birth weight.

How are participants identified?

Children are identified for the program through individual screening and assessment, not by their membership in a given group or the characteristics of their families. Individual projects establish their own eligibility criteria and methods for screening based on local needs. No single uniform eligibility standard or screening system is applied to all age-appropriate populations. Because the program eligibility is based on local needs, the characteristics and services of the programs vary according to the needs of their participants.

How was information collected?

This report is based on information collected from each project at the end of the school year using the following data collection instruments: Prekindergarten Student Record for information about the characteristics of students served, their status and performance; Prekindergarten Program Record for information regarding program characteristics; and Prekindergarten Follow-up Report for information to measure performance of participating children in succeeding school years.

For the follow-up study, a random sample of at least 25% of the children who participated in the program were selected from each grade. The sample student's academic performance was determined by Illinois Goal Assessment Program test scores in conjunction with a local rankings of above average, average, below average or deficient. The local rankings were based on subjective judgments influenced by locally defined performance standards and assessment practices.

Because of the variations in programs and student characteristics, assumptions linking program services to participant outcomes should be made with caution. However, the data collected and the subsequent evaluation help identify factors that seem to be related to performance and provide a partial explanation of how students are responding to prekindergarten experiences.

Table 1: The Prekindergarten At-Risk Program in Illinois from FY 86 to FY 97

	FY 86	FY 87	FY 88	FY 89	FY 90	FY 91	FY 92	FY 93	FY 94	FY 95	FY 96	FY 97
Number of Projects	100	94	94	135	184	236	262	295	312	330	351	376
Participating Districts	232	202	178	279	353	475	496	531	547	578	607	607
Children Screened	24,340	26,749	23,993	32,161	45,770	57,482	67,388	71,470	75,519	73,953	74,663	83,737
Eligible after Screening	na	na	na	na	na	na	na	na	na	43,319	45,673	54,030
Children Served*	na	na	na	10,411	17,176	23,372	27,269	29,814	33,204	35,057	38,034	45,614
2 nd Year in Program	na	na	na	1,723	2,802	5,056	6,557	7,393	7,362	9,928	9,150	11,597
Children Served First Year	na	na	na	8,688	14,374	18,316	20,712	22,421	25,842	25,129	28,884	34,017
% of Eligible Children Served	na	na	na	na	na	na	na	na	na	58	63	63
Summer Enrollment	na	na	na	na	9,300	13,559	5,055	4,558	3,538	4,704	4,709	1,453
Children on Waiting List**	na	na	na	na	na	6,674	7,137	10,235	12,551	na	9,246	13,579
Appropriation in Millions	12.1	12.7	12.7	23.9	48	63	71.5	75.5	87.7	92.7	101.9	112.2
% Change in Appropriation	na	5	0	88	101	31	13	6	16	6	10	10

* The row ' Children Served' also includes children served for their second year in the Prekindregarten At-Risk Program.

** Projects reported children on the waiting list based on only those parents who opted to be placed on the waiting list. Some parents enroll their children in Head Start or another preschool program and would not be on a waiting list. Children who were on a waiting list in previous school year could have been enrolled in the current school year.

na = data not available

HOW HAS PARTICIPATION IN THE PREKINDERGARTEN PROGRAM CHANGED SINCE ITS INCEPTION IN 1986?

Grants totaling $112.2 million funded 376 prekindergarten projects in fiscal year 1997. Fifty-one projects served more than one district under the joint agreement, making a total of 607 districts served, almost three times the number of districts served during the first full year of the program in FY 87. From a total of 83,737 children screened, 54,030 were eligible and 45,614 were served, 11,597 of which were in their second year of the program. Projects reported a total of 13,579 children on the waiting list at the end of school year 1997. Table 1 on page 2 profiles program participation for FY 86 through FY 97.

The 10% increase in funds for FY 97 resulted in a 20% increase in the number of children enrolled in the program. This increase may be the result of ISBE's efforts to encourage projects to screen more children and maximize the use of staff and space resources made available through the program appropriation.

Table 2 shows the number of children who received services and the number of children on waiting lists in three categories: downstate, Chicago and statewide.

Table 2. Number of Children Participating in FY 97

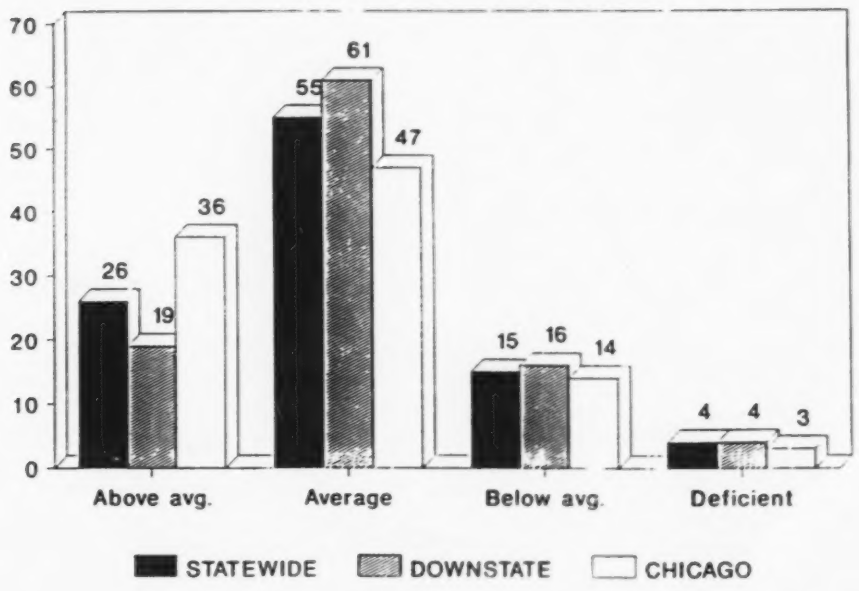
	Downstate	Chicago	Statewide
Children Screened	60,233	23,504	83,737
Children Served	26,849	18,765	45,614
Children Participating in Their Second Year of the Program	6,974	4,623	11,597
Total Number of Children Served during the Summer	1,453	0	1,453
Number of Children Who Participated Only in the Summer Program	261	0	261
Eligible after Screening	31,668	22,362	54,030
Children on Waiting Lists	6,746	6,833	13,579

HAS THE PREKINDERGARTEN PROGRAM INCREASED CHILDREN'S READINESS FOR KINDERGARTEN?

At the end of the prekindergarten program, teachers rank each child's readiness for kindergarten according to a four-category scale: "above average," "average," "below average" and "deficient." These rankings are based on teacher judgment influenced by local assessment practices.

In FY 97, 81% of participating children were ranked as "above average" or average in their kindergarten readiness level. These percentages have remained about the same since FY 93. Figure 1 compares the performance of children statewide in FY 97 with the performance of Chicago and downstate children. It should be emphasized that differences in rankings may be the result of different assessment instruments and performance criteria.

FIGURE 1: KINDERGARTEN READINESS LEVEL



WHAT FACTORS CONTRIBUTED TO CHILDREN'S READINESS FOR KINDERGARTEN?

Research has shown that environmental background plays a major role in academic success or failure. To evaluate the characteristics of the children served, projects are asked to report information on each child's ethnicity, family structure, health, primary language, eligibility for free or reduced-price lunch and previous preschool experiences.

Did family structure affect children's readiness?

About two-thirds (62%) of the children served came from homes where both parents are present (excluding 3% whose family structure was unknown). This percentage has remained about the same since FY 87.

Children who lived with two parents were ranked higher in terms of kindergarten readiness than children from other family structures. Almost 81% were ranked as "above average" or "average" compared to 76% of the children from single-parent families and 73% of the children who lived with an adult other than a parent.

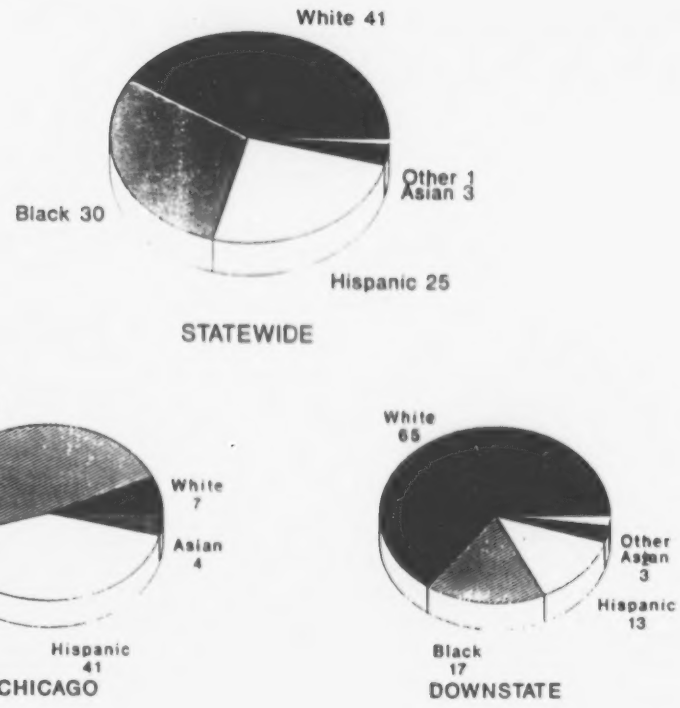
What were the racial and ethnic backgrounds of the children served?

In FY 97, more than half the children served (59%) were from a minority group. About 41% of the children were white; 30% black; 25% Hispanic; and 3% Asian. "Other" including American Indians accounted for 1%.

Statewide, the program's ethnic and racial configuration has changed since FY 90. In FY 90, 32% of the participating children were black, compared to 30% in FY 97. The percentages of white children decreased from 50% to 41%, and each year the percent of Hispanic children has gradually increased from 16% in FY 90 to 25% in FY 97. Figure 2 shows the ethnic breakdown of the children served.

Chicago serves vastly different percentages of ethnic and racial groups than the rest of the state. Most of the children served in Chicago are black (48%) and Hispanic (41%), while projects downstate served 17% black and 13% Hispanic. The ethnic distribution of children served in the downstate projects has changed slightly with decreases in white and black children served and an increase in Hispanic. In Chicago the percentage of Hispanic children increased gradually from 22% in FY 87 to 37% in FY 95 to 41% in FY 97, and the percentage of black children decreased from 55% in FY 90 to 48% in FY 97.

FIGURE 2: PERCENTAGE OF CHILDREN SERVED IN PREKINDERGARTEN PROGRAM BY ETHNICITY IN FY 97



Statewide data reflect that white children were ranked by their teachers as slightly better than black children. 81% of the white children were ranked as above average and average compare to 79% of the black children. Asian children did better than any other ethnic group as 84% were ranked as above average and average.

In a separate analysis of Chicago and downstate data, the differences in readiness level between ethnic groups are larger. This is due to the large differences between the percentages of minorities served and differences in the assessment. In Chicago, 87% of white children were ranked as above average to average compared to 81% of black children. In downstate these ratios are 81% and 75%, respectively.

Table 3: Readiness Level by Ethnicity

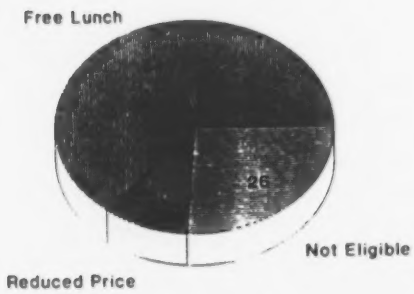
Readiness Level	White	Black	Hispanic	Asian	Other
Above Average	21.7	31.0	27.2	31.9	24.3
Average	59.4	47.8	54.7	52.2	64.5
Below Average	14.8	16.9	15.2	14.4	9.9
Deficient	4.2	4.3	2.9	1.5	1.3

Did the family income level relate to readiness?

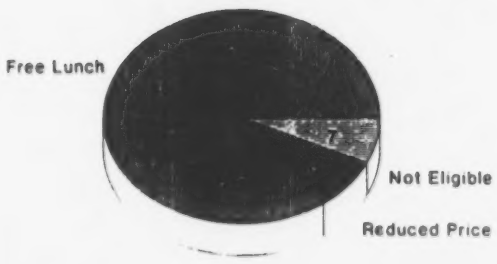
Eligibility for free and reduced-price lunch is used to determine which children come from low income families. Since most programs operate only half days and do not offer meals, the lunch status of 17% of downstate but less than 1% of Chicago participants was unknown in FY 97.

Sixty-four percent of the children served statewide were eligible for free lunch and another 10% were eligible for reduced-price lunch. These figures have remained constant since FY 90. In FY 89 and before, 75% of the children were eligible for free lunch with about 8-9% eligible for reduced-price lunch. Chicago programs served many more low-income children, 85% compared to 46% downstate. See Figure 3.

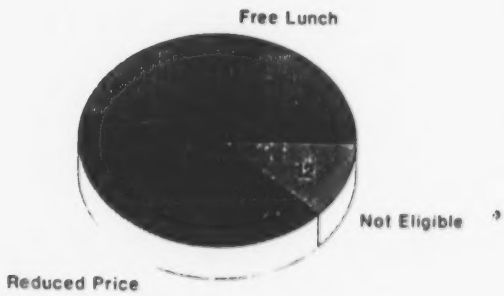
FIGURE 3: PERCENTAGE OF CHILDREN SERVED BY LUNCH STATUS IN FY 97



STATEWIDE



CHICAGO



DOWNSTATE

Due to significant differences in the population served and the readiness level criteria between Chicago and downstate, the effect of family income on performance ranking diminishes in statewide data. Separate data analyses for Chicago and downstate reveal that family income

seems to have some effect on performance rank (see Table 4). In Chicago, 49% of the children who were not eligible for free or reduced-price lunch performed at above average compared to 35% of the children who were eligible for free lunch. In downstate, this difference is 23% and 14%, respectively.

Table 4: Readiness Level by School Lunch Status

Chicago

Above Average	34.8	43.9	48.6
Average	47.6	45.4	39.7
Below Average	14.5	9.0	9.6
Deficient	3.1	1.7	2.1

Downstate

Readiness Level	Free Lunch	Reduced Price	Not Eligible
Above Average	14.4	18.2	23.1
Average	59.7	60.0	60.7
Below Average	20.1	18.2	12.8
Deficient	5.8	3.6	3.4

Did parent involvement relate to readiness?

The ISBE requires all prekindergarten projects to include parent participation and parent education components in their programs. Substantial evidence from research suggests that parent involvement has a major influence on student achievement. Illinois State Board of Education data also suggest the same.

Almost all parents (99%) participated in one or more activities, an increase from 95% in FY 94. More than half (55%) of the parents participated in four or more activities. Only 21% of the parents participated in one or two parent activities. Figure 4 shows that high parent involvement leads to better performance by the children. Almost 28% of the children whose parents participated in five or more activities were ranked as above average, compared to 19% whose parents participated in only one or two activities.

FIGURE 4: READINESS LEVEL
BY PARENT PARTICIPATION

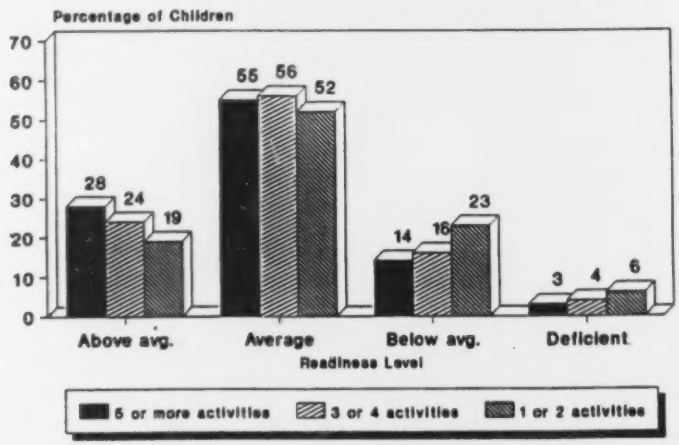


Table 5 and 6 shows the number of parents involved in different activities.

Table 5: Number of Parents Served by Parent Education Activities

Type of Parent Education	Number of Parents Served
One-to-One Consultation/Counseling	8,515
Parent-Child Interaction Activities	24,091
Parenting Skill Development Activities	27,177
Health and Nutrition Workshop/Class	19,936
Adult Literacy/Job Development Activities	18,812
GED Classes	1,179
Parent Resource Library	15,900
Linking with Other Community Resources	9,948
Other Parent Education/Support Activities	10,018

Table 6: Number of Parents Involved by Activity

Type of Activities	Number of Parents Participating
Contributing Materials	31,714
Visiting/Observing in the Classroom	25,109
Attending Children's Programs	28,124
Attending Social Meetings	20,941
Attending Information Meetings	28,782
Volunteering outside the Classroom	7,864
Volunteering in the Classroom	17,884
Participating in Parent Support Groups	4,381
Participating on Parent Advisory Boards	2,826
Book/Toy Lending Library	27,516
Field Trips	22,230
Other	5,371

WHAT ARE THE PROGRAM CHARACTERISTICS?

The Prekindergarten At-Risk Program allows projects to develop their own unique at-risk programs while continuing to operate within the State Board of Education's guidelines. The following section explains the differing characteristics of the projects.

How do programs decide which children are eligible for services?

Projects establish their own criteria to determine which children are at risk of academic failure. The State Board of Education requires the following to be included in screening: fine and gross motor skills, cognitive development, visual motor integration, language and speech development, vocabulary, English proficiency and social competence. Besides the screening tool, the districts may add their own at-risk criteria for eligibility, e.g. parents' low income, single-parent home, teenage parent, parents' education, drug abuse by parent, other than English language spoken at home, suspected child abuse, child premature at birth, twins, several preschool aged siblings in home and at-risk sibling in home.

In FY 97, almost half of the projects (48%) used the DIAL (Developmental Indicators for the Assessment of Learning) test as their primary screening tool. About 10% of the projects used Chicago EARLY as their screening instrument, and the Brigance Diagnostic Inventory of Early Development was used by 9% of the projects. When two screening instruments were used, Peabody Picture Vocabulary Test Revised (PPVT-R) was most often used by projects (14%) as the second instrument.

What kinds of instructional settings do programs use?

Instructional settings often depend upon available resources and the needs of the children. In FY 97, the 376 projects offered 448 different types of program settings. Most of the projects (89%), enrolling 97% of the children, were classroom-based. About 1.3% of the children were served through a combination of classroom and home-based instruction, and 1.5% of the children were served in only home-based settings. These percentages have remained about the same over the last four years.

Ten to 14 hours a week of classroom-based education continues to be the most common instructional setting serving 85% of the children. Only 7% of the children were served in a classroom setting for more than 14 hours per week.

What are the qualifications of educational staff?

In FY 97 the projects employed the equivalent of 1440.1 full-time teachers, a 12% increase from FY 96 and a 32% increase since FY 94. Teachers holding Early Childhood Education Certificates have increased from 60% in FY 92 to 72% in FY 95 to 78% in FY 97, while those with an elementary certificate and experience in kindergarten or preschool decreased from 34% to 16%. Teachers having Department of Children and Family Services qualifications decreased from 4% to less than 1%. See Table 7 for details.

Table 7: Percentage of Full Time Equivalent Teachers by Certification

Teacher Certification	FY 92	FY 93	FY 94	FY 95	FY 96	FY 97
Early Childhood Education Certification*	60.1	66.5	70.3	71.7	73.9	78.0
Elementary Certification**	34.5	29.5	23.8	22.2	17.5	16.1
Degree in Child Development	1.7	1.0	3.5	4.1	5.7	5.1
Certified by Department of Children and Family Services	3.7	3.0	2.4	2.0	2.9	0.8
Total FTE Teachers	985.0	971.7	1091.2	1174.0	1287.5	1440.1

*Type 02 and 04 Certification
**Type 03 Certification

What is the student-teacher ratio?

The largest classes have 16 students with one teacher and one teacher aide. The average adult-child ratio (teacher and teacher's aide) in the largest class was 1 to 7.9. This is a slight increase from previous years. In FY 94 this ratio was 13 and 7, respectively. The standard adult-child ratio specified in rules and regulations of the Illinois Prekindergarten Program is one adult to 10 children, with no more than 20 children in each classroom.

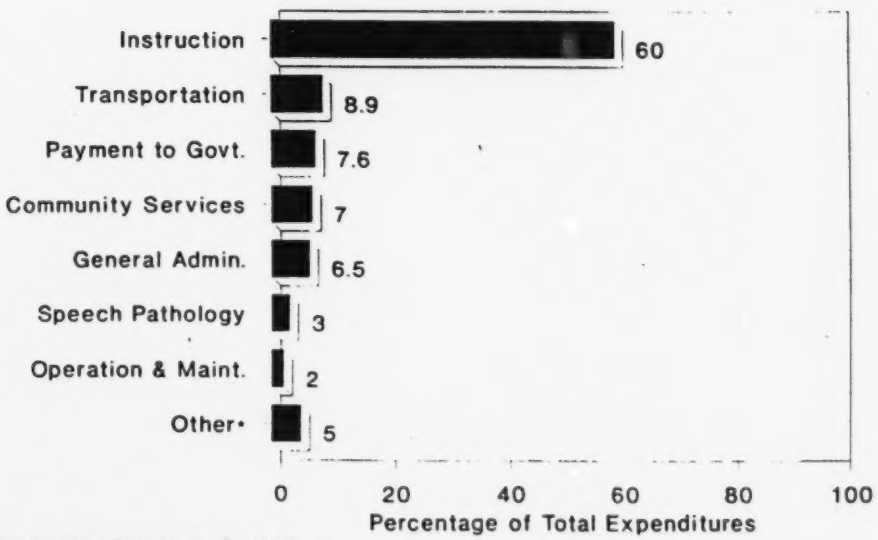
What is the total cost of the program?

In FY 97, the state appropriated $112.2 million for the program, a 10% increase from the previous year. Besides the prekindergarten appropriation 130 districts reported contributing $3,808,905 directly to the program from their local school district budgets. Districts also received $1,109,454 from other state and federal programs and from private organizations, making total cost of the program about $117.1 million dollars.

Since Chicago School District 299 received its $43.7 million dollars for prekindergarten programs in a block grant, data for expenditures by service were not available. Downstate expenditure data reveal that about 56% of the total expenditures were paid for instructional salaries and benefits. This percentage has remained relatively constant over the years. The total expenditure for salaries for all services was about 93%, and 7% was for supplies and materials, out of which 4% paid for instructional supplies and materials. Figure 5 shows the percentages of downstate expenditures for services in FY 97.

The average cost per child for FY 97 was $2,460, an 8% decrease from $2,680 in FY 96.

FIGURE 5: DOWNSTATE EXPENDITURE BY SERVICE



•Other includes Attendance, Social Work Guidance, Health, Food, Psychological, & Improvement of Instructional services.

HOW DID PARTICIPATION IN THE PROGRAM AFFECT STUDENTS' ACHIEVEMENT IN LATER ELEMENTARY GRADES?

The Illinois Prekindergarten At-Risk Program is designed to assure participants a reasonable chance for academic success in school. In FY 93, to determine the success of the program, State Board staff selected a random sample of 25% of the children who had participated in the program from each grade level. To study the long-term effects of participation, researchers will continue every year to add another 25% of the current prekindergarten participants to the study.

The teachers in elementary grades were asked to rank children who participated in the prekindergarten program on their academic performance in reading, mathematics, language and behavior. The four performance categories were above average, average, below average, and deficient.

Statewide, at the end of the 1996-1997 school year, 76-82% of the students who attended a prekindergarten at-risk program were ranked above average or average in kindergarten in three instructional areas (reading, language, mathematics). Reading rankings were the weakest (76%); mathematics and language were the strongest (82%). Behavior of about 82-84% of the children was judged above average or average in kindergarten through ninth grade.

Table 8 also shows that percentages of children in below average and deficient categories increased as the children advanced through the higher elementary grades. From the sixth grade, this increase is larger than in previous grades. In reading, the percentage of children in below average and deficient categories increased from 24% in kindergarten to 27% in first grade and 35% in seventh grade. In mathematics, the percentage of children in this category increased from 18% in kindergarten to 22% in the third grade and to 35% in the ninth grade. The language category shows the same trend as in reading with an increase in the below average category in first grade and additional increases in sixth and seventh grade.

The percentages of children in the above average category in all three subjects increased up to third grade and then started decreasing gradually with another increase in sixth grade, while percentages of children in the average category decreased almost 5 to 7% in first grade in all three instructional areas. Some of these trends might be the result of districts' different policies on retention. Some school districts do not retain students in kindergarten, some retain students in kindergarten, and some school districts including Chicago retain students in third and sixth grade if they do not pass the standardized test. Table 14 and 15 in Appendix B shows this data for Chicago and downstate.

Table 8: Teachers' Ranking of Prekindergarten Students by Grades in FY 97

SUBJECT and GRADE LEVEL	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	DEFICIENT
READING				
Kindergarten	25.2	50.5	20.8	3.5
First Grade	29.6	43.2	22.1	5.1
Second Grade	30.4	44.1	21.1	4.4
Third Grade	27.6	44.2	23.6	4.6
Fourth Grade	28.0	43.9	24.6	3.5
Fifth Grade	27.0	45.5	24.9	2.6
Sixth Grade	28.8	43.2	23.0	4.9
Seventh Grade	25.6	39.7	27.2	7.6
Eighth Grade	25.7	44.1	23.7	6.5
Ninth Grade	28.7	39.5	22.9	8.9
MATHEMATICS				
Kindergarten	23.9	58.0	15.5	2.6
First Grade	29.8	52.4	14.6	3.2
Second Grade	30.1	51.5	15.5	2.9
Third Grade	28.7	49.1	18.5	3.7
Fourth Grade	28.3	46.3	21.6	3.8
Fifth Grade	26.5	45.0	24.9	3.6
Sixth Grade	29.0	43.2	21.5	6.3
Seventh Grade	26.2	39.3	25.4	9.2
Eighth Grade	26.2	38.7	27.4	7.7
Ninth Grade	26.1	37.9	24.8	11.1
LANGUAGE				
Kindergarten	23.1	58.4	16.3	2.2
First Grade	25.5	53.4	17.6	3.5
Second Grade	26.0	51.6	19.4	3.0
Third Grade	25.9	49.8	21.0	3.4
Fourth Grade	25.4	50.7	21.1	2.7
Fifth Grade	27.1	47.9	22.5	2.4
Sixth Grade	28.1	46.4	20.7	4.8
Seventh Grade	25.3	41.0	27.7	6.0
Eighth Grade	24.7	46.4	24.7	4.2
Ninth Grade	27.4	38.9	25.2	8.6
BEHAVIOR				
Kindergarten	30.5	54.0	13.6	2.0
First Grade	34.1	49.5	13.5	3.0
Second Grade	34.1	49.2	13.4	3.4
Third Grade	36.5	48.6	11.7	3.3
Fourth Grade	36.5	48.4	12.1	3.0
Fifth Grade	37.5	45.8	13.2	3.5
Sixth Grade	38.7	43.4	13.3	4.6
Seventh Grade	38.9	42.0	14.9	4.2
Eighth Grade	31.8	50.0	13.5	4.8
Ninth Grade	41.4	40.4	13.7	4.5

Did participation in prekindergarten relate to the rate of promotion?

Promotion rate was another variable used to determine children's progress. In FY 97, overall, 77% were promoted to the next grade and 3% were retained in their current grade. Table 9 shows the promotion rate by grades. In kindergarten 82% of the children were advanced to next regular grade and only 3% were retained. In third grade 75% of the children were advanced to the next regular grade. 12% were advanced to the next regular grade with supplemental services, and almost 7% were recommended for some special education services. These percentages remain about the same in higher grades.

The retention rate was 3% in third grade, decreased to one percent in fourth and fifth grade but increased sharply in sixth, eighth and ninth grades. This increase in student retention was due to the policy of the Chicago school district to retain the students in those grades if they do not pass the standardized test and continue to be deficient even after the mandatory summer classes. Table 10 and Table 11 reflects the placement data for Chicago and downstate children.

Table 9: Recommended Placement for 1997-98 by Elementary Grades

PLACEMENT	KINDER-GARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE	NINTH GRADE
	%	%	%	%	%	%	%	%	%	%
Advance to Next Regular Grade	82.0	77.1	77.9	75.4	78.8	79.5	77.7	83.1	77.4	77.3
Advance to Next Grade with Supplemental Services	8.9	13.6	12.0	12.2	9.6	8.9	7.6	5.1	8.7	6.2
Advance to Next Grade with Sp.Ed. Services	3.3	4.2	6.2	6.6	8.6	9.1	9.3	7.5	8.9	5.4
Advance to Transition class	0.8	na	na	na	na	na	na	na	na	na
Refer for Sp.Ed. Placement	0.8	0.9	0.9	1.3	1.4	1.1	1.1	1.9	1.1	0.3
Bilingual Self-contained	1.2	1.4	1.6	1.0	0.6	0.6	0.4	0.0	0.0	0.0
Retention*	3.0	2.8	1.4	3.5	1.0	0.8	3.9	2.4	3.9	10.8
Unknown**	2.5	1.9	1.2	0.9	1.2	1.0	1.5	1.7	2.7	1.6
Number of Children	6640.0	4454.0	3698.0	2125.0	1547.0	1243.0	810.0	422.0	451.0	377.0

* The high retention rate in 3rd, 6th, 8th and 9th grades reflects the policy of Chicago District 299 to retain the students in those grades if they do not pass standardized tests given by the district.

**Percentages are calculated without including unknown.

Table 10: Recommended Placement for 1997-98 by Elementary Grades -Chicago

PLACEMENT	KINDER-GARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE	NINTH GRADE
	%	%	%	%	%	%	%	%	%	%
Advance to Next Regular Grade	74.2	78.8	75.6	63.0	76.1	80.5	69.1	81.3	66.7	58.9
Advance to Next Grade with Supplemental Services	10.9	10.5	10.9	15.4	9.0	7.8	10.8	7.8	11.9	11.6
Advance to Next Grade with Sp.Ed. Services	4.8	3.0	4.9	4.4	6.4	7.2	5.8	3.9	7.9	4.5
Advance to Transition class	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Refer for Sp.Ed. Placement	1.3	1.5	0.4	1.3	3.1	0.6	1.3	2.3	1.6	0.0
Bilingual Self-contained	2.9	3.1	4.6	3.7	2.3	1.6	0.9	0.0	0.8	0.0
Retention*	5.9	3.1	3.6	12.2	3.1	2.3	12.1	4.7	11.1	25.0
Unknown**	1.7	2.0	1.7	1.1	2.0	0.6	2.6	1.5	3.1	0.9
Number of Children	3910	1107	947	547	398	309	229	130	130	113

* The high retention rate in 3rd, 6th, 8th and 9th grades reflects the policy of Chicago District 299 to retain the students in those grades if they do not pass standardized tests given by the distnct.
**Percentages are calculated without including unknown.

Table 11: Recommended Placement for 1997-98 by Elementary Grades -Downstate

PLACEMENT	KINDER-GARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE	NINTH GRADE
	%	%	%	%	%	%	%	%	%	%
Advance to Next Regular Grade	82.0	76.6	78.8	80.0	79.7	79.2	81.0	84.3	81.8	85.3
Advance to Next Grade with Supplemental Services	8.9	4.6	12.4	10.7	9.8	9.3	6.5	3.5	7.0	3.9
Advance to Next Grade with Sp.Ed. Services	3.3	4.5	6.6	7.4	9.3	9.8	10.6	9.1	9.3	5.8
Advance to Transition class	0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Refer for Sp.Ed. Placement	0.7	0.7	1.0	1.3	0.8	1.2	1.0	1.7	1.0	0.4
Bilingual Self-contained	1.3	0.9	0.5	0.1	0.0	0.2	0.2	0.0	0.0	0.0
Retention	3.0	2.7	0.7	0.5	0.4	0.3	0.7	1.4	0.9	4.6
Unknown**	2.5	1.9	1.0	0.8	0.9	1.2	1.0	2.1	2.5	1.9
Number of Children	6640	3347	2751	1578	1149	934	581	292	321	264

**Percentages are calculated without including unknown.

How did IGAP test scores of former prekindergarten participants compare with the statewide average?

To evaluate the progress of former prekindergarten program participants, the State Board of Education compared the scores on the Illinois Goal Assessment Program (IGAP) tests of a sample of third, fourth, sixth, seventh, and eighth graders who had participated in the program with the statewide average IGAP scores. Because IGAP is the only standardized achievement test all students take, it is the best tool to compare prekindergarten at-risk students' achievement with the general Illinois student population. However, it is very important to realize that students served by the program were at risk of academic failure. The total Illinois student population also includes students who are academically very gifted. The lower average score or higher number of students who do not meet goals does not necessarily mean that the program is not successful. To best judge the effects of prekindergarten experience, comparison with a control group of students who were eligible for prekindergarten but were never enrolled would be more conclusive. However, the data for a comparison group were not available. Problems such as mobility, identification of children and inadequate records of waiting lists make it very difficult to do a comparison study.

The Illinois State Board of Education developed grade-level performance standards related to what students should know and be able to do in five subjects. According to their scores on the IGAP, students are placed into one of three levels: "Do Not Meet Goals," "Meet Goals," or "Exceed Goals." Table 12 compares the levels of achievement of former prekindergarten students with the total population of students in grades three, four, six, seven, and eight.

The data show that the percentages of students meeting goals are close to the total population of students statewide up to sixth grade. However, the percentage of students "not meeting goals" is much higher for prekindergarten students compared to the total population, and these percentages increase for the students in higher grades. In eighth grade reading, 56% of the students who had prekindergarten experience do not meet the goals compared to 52% in sixth grade and 43% in third grade. Only in writing were the prekindergarten students close to the total population up to sixth grade. In social science, percentages remained about the same from fourth grade to seventh grade.

Table 16 (Appendix B) shows these data for Chicago and downstate separately. IGAP data for the students who had Chicago preschool experience are at the same level as the other students from Chicago School District 299. However, this performance faded away in seventh and eighth grade. Downstate students show the same trend as the statewide students.

Table 12: FY97 IGAP Data of Students Who Were in Prekindergarten Program and All Students

READING

	THIRD GRADE			SIXTH GRADE			EIGHTH GRADE		
	% Do not meet goals	% Meet goals	% Exceed goals	% Do not meet goals	% Meet goals	% Exceed goals	% Do not meet goals	% Meet goals	% Exceed goals
STATE-PREK	43	47	10	52	42	6	56	37	7
STATE-ALL	29	52	20	37	46	17	34	50	16

MATHEMATICS

	THIRD GRADE			SIXTH GRADE			EIGHTH GRADE		
	% Do not meet goals	% Meet goals	% Exceed goals	% Do not meet goals	% Meet goals	% Exceed goals	% Do not meet goals	%Meet goals	% Exceed goals
STATE-PREK	14	71	15	21	67	12	26	65	9
STATE-ALL	10	63	27	13	61	26	12	62	26

WRITING

	THIRD GRADE			SIXTH GRADE			EIGHTH GRADE		
	% Do not meet goals	%Meet goals	% Exceed goals	% Do not meet goals	%Meet goals	% Exceed goals	% Do not meet goals	% Meet goals	% Exceed goals
STATE-PREK	17	66	17	7	62	31	27	60	13
STATE-ALL	14	61	25	6	52	41	13	56	31

SCIENCE

	FOURTH GRADE			SEVENTH GRADE		
	% Do not meet goals	%Meet goals	% Exceed goals	% Do not meet goals	% Meet goals	% Exceed goals
STATE-PREK	17	62	21	28	57	15
STATE-ALL	11	52	37	16	53	30

SOCIAL SCIENCE

	FOURTH GRADE			SEVENTH GRADE		
	% Do not meet goals	%Meet goals	% Exceed goals	% Do not meet goals	% Meet goals	% Exceed goals
STATE-PREK	30	53	17	29	53	18
STATE-ALL	19	47	34	16	49	35

Figure 6 shows that the average IGAP scores of former prekindergarten students were lower than the state averages in reading, mathematics, science and social science. In reading, the third grade average score of former prekindergarten students was 207 compared to the state average of 246. In eighth grade this average decreased to 180, while the state average was 227. In mathematics, state average scores were 288 in third grade, 280 in sixth grade and again 288 in eighth grade, while the prekindergarten students' average scores decreased from 252 in third grade to 242 in sixth grade and 231 in eighth grade. In social science, average scores of prekindergarten students decreased from 216 in fourth grade to 202 in seventh grade, while state averages were 258 and 252, respectively.

In writing in third and sixth grades, former prekindergarten participants performed at the statewide level with 17.6 and 21.6 average scores. In eighth grade the average score of prekindergarten students was 22.5 compared to 24.7 for the state average. This difference is not as large as in other instructional areas. In science, although the average score is lower (212 compared to 250), this difference does not increase in seventh grade as in social science, reading and mathematics. Except in writing and science, the average IGAP scores of former prekindergarten student dropped as they move to higher grades. This drop is sharper in grades seven and eight.

The average IGAP scores of former prekindergarten students from Chicago School District 299 is very close to the average scores of all students of School District 299 in early elementary grades. However, in the seventh and eighth grade the prekindergarten students did not perform as well as other students. The average IGAP scores of downstate students is higher than all state students. However, the average IGAP scores of former prekindergarten students of downstate is lower compared to other downstate students. This gap widens in higher grades. Except in writing the average score of former participants decreased in higher grades. See Table 17 in Appendix B.

The program needs to continue to address the differences in performance created by socioeconomic conditions. Further analysis of IGAP data indicated that prekindergarten participants who were eligible for free or reduced-price lunch have lower IGAP scores than noneligible participants. The elementary schools also need to continue to help and support these at-risk students to assure their success in school.

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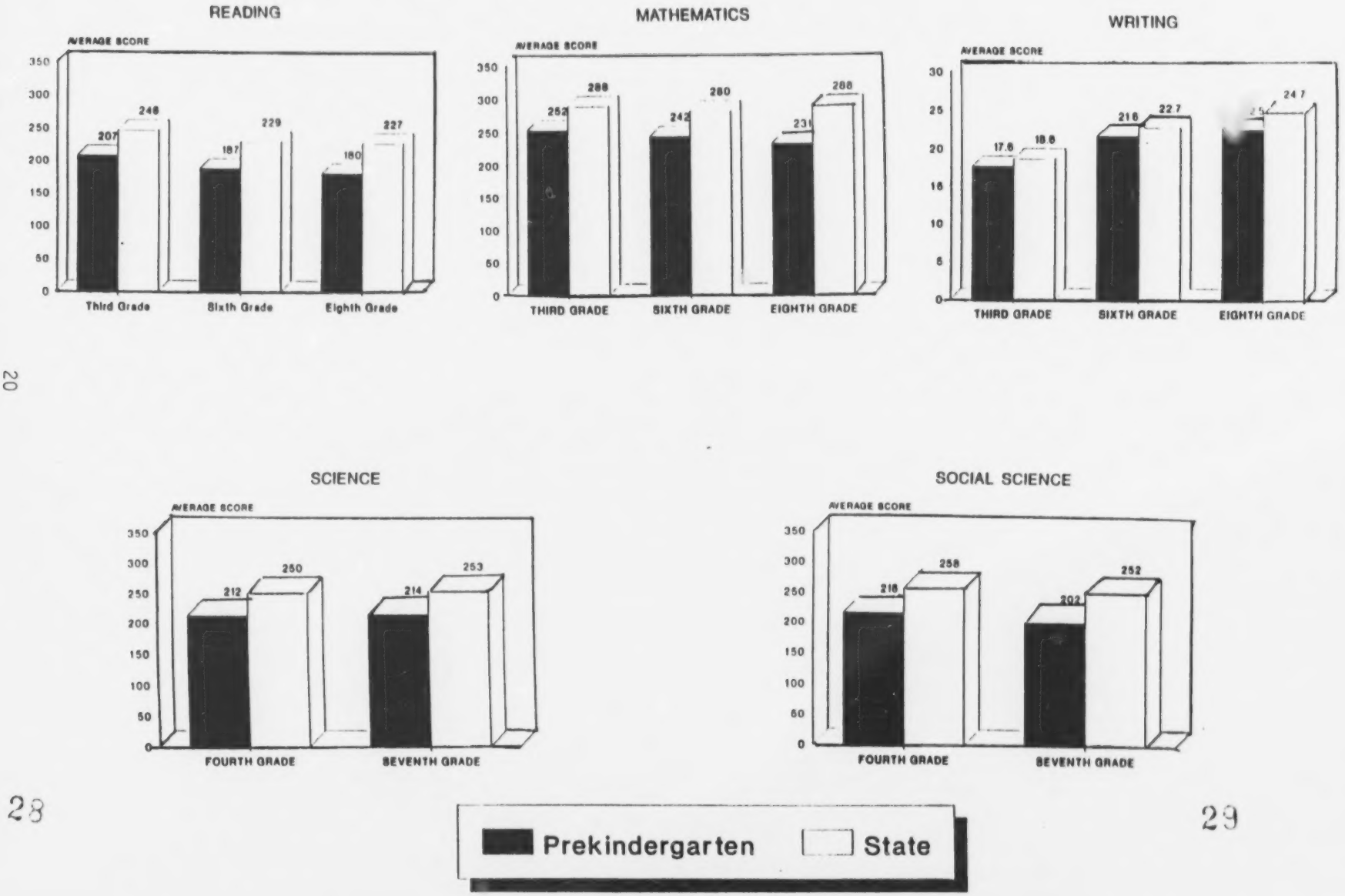
FIGURE 6: FY 97 AVERAGE IGAP SCORES



CONCLUSIONS AND RECOMMENDATIONS

Since its first full year of implementation in 1987, the Illinois Prekindergarten At-Risk Program has grown significantly. By 1997 there were 276% more projects serving 556% more students. Since FY 87 state funding has increased by 783%, while the cost for services per child has increased only about 23%.

Program expansion has resulted in services being provided to a broader base of children considered at-risk, i.e., more three-year-olds. From FY 88 through FY 97, aggregate performance rankings have shown a slight increase in the number of children ranked as "above average" and "average" across four academic and behavior categories. However, the longitudinal study indicates that the percentage of children in the "below average" category in reading, mathematics, and language from third grade to seventh grade has been steadily increasing. This trend may indicate a need for a support mechanism to sustain learning gains as students progress across grades and to prevent fading effects of preschool.

IGAP scores of the students who participated in the Prekindergarten At-Risk Program were collected. These data reveal that average IGAP scores of students who participated in the program were lower than statewide IGAP scores, with the exception of writing. Although measuring the preschool program's success is difficult without a comparison group.

A. J. Reynolds in his Child Parent Center II (CPCII) study found that enriched elementary school services added substantially to the effect of early childhood education. This effect increased as the number of years of enhanced elementary services increased. The CPCII program changed the elementary school in many ways: smaller classes, additional classroom and support staff and emphasis on parent involvement.

The Prekindergarten Program data suggest that performance rankings for students from low-income and single-parent families tend to be lower than their counterparts who come from two-parent families and households with higher incomes. The school-level results also suggest that children from environments conducive to producing risk conditions are in need of services to a greater extent than are students from more stable environments. The Prekindergarten At-Risk Program should provide additional or different services targeted to higher levels of risk and attempt to reduce the gap that currently exists between different populations of participating students.

The overwhelming evidence supporting the importance and effects of parental involvement on academic performance suggests that the at-risk program should continue to emphasize the role of parents, as well as expand opportunities and the level of involvement.

As Wasik and Karweit's research reveals, "low intensity" parenting interventions that consisted mainly of weekly or biweekly homevisits, along with occasional parenting meetings, do not provide effective results. The most effective interventions included intensive child and parent services, which involved a center-based program for children and meeting with parents on a weekly and semiweekly basis for at least one year. "Low-intensity parenting components did not add much, if anything, to the effectiveness of a high-intensity child component. Programs that address multiple risk factors and that blend aspects of both family support and early childhood education are most promising."

In FY 97, the total allocated for the program was $112.2 million dollars, an increase of 10% from FY 96. The program served 45,614 children in FY 97, a 20% increase from 38,034 children served in FY 96. Except in FY 94, the number of children served has been increasing proportionally with the appropriation fund. Some of the increase was used for transportation, learning facilities and hiring parent educators. In FY 97, the increase in the number of children served is double the increase in funding. This is the result of ISBE's efforts to work with school districts to have more children screened and increase class sizes as well as the districts' commitment to early childhood programs and putting some of their own funds in the program.

Chicago school district served about 32% more preschool children in FY 97. The Chicago School Board opened 191 more classrooms in FY 97 and added about $470,000 more in the prekindergarten program. The program continues to increase the number of children served as program dollars increase while maintaining the quality and characteristics of existing service components.

Research supports the view that a model, quality early childhood program can produce long-term cognitive and academic benefits for disadvantaged children. However, research also indicates that large-scale, low-quality programs do not have a long-term benefit. There is a clear indication that the program has had a positive influence on kindergarten readiness, and the performance levels have been sustained in early elementary grades. In FY 97, the program served 35% of a total of 131,419, three- and four-year-olds estimated to be at risk of academic failure. This estimate is based on the 36% poverty rate reported by the ISBE's Fall Enrollment and Housing Report in Illinois Public Schools. The state needs to continue to expand the program to make services available to all at-risk children but at the same time needs to strengthen the quality of the program. ISBE also needs to continue to support the at-risk children and their families in early elementary grades. These two factors are essential to assure the long-term academic success of these children.

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APPENDIX A

State Board of Education Policy Statement on
Early Childhood Education
Adopted May 9, 1985
Springfield, Illinois

Early childhood education, for the purposes of this policy, constitutes those educational programs, practices, and services which have as a primary focus the developmental needs of children prior to the time they enter first grade. It will be the policy of the Illinois State Board of Education to seek such support as is necessary to encourage the development of early childhood education programs based on the following considerations:

A) Positive, nurturing experiences in the early years of life are essential in helping children develop intellectually, socially, and emotionally, and future academic success in school is strongly influenced by the character of early experiences.

B) Children identified as being at risk of academic failure can dramatically improve their chances for success through participation in early childhood education programs.

C) Significant developmental differences exist among children, and particular attention should be given to such individual differences in the development of early education programs and services.

D) Meeting the education, health, welfare, and safety needs of young children requires collaboration among various child care providers.

E) The quality of instructional staff and leadership are especially critical elements in effective early childhood education programs.

Concurrent with Board action, the agency will:

A) Design a comprehensive public awareness program to inform Illinois policy makers, citizens, parents, and educational personnel of the importance of early childhood education, and of the importance of parental involvement in such programs;

B) Identify exemplary prekindergarten and kindergarten programs, widely disseminate findings and coordinate the training necessary to the wide adoption of such programs;

C) Initiate and support efforts to improve the preservice and inservice training of early childhood education teachers, elementary teachers, and principals; and

D) Engage in future study of the issue of parent education in Illinois schools, identify the range and character of needs, explore alternatives, and offer appropriate recommendations to the State Board of Education.

APPENDIX B

Table 13: Percentage of Children Served in Prekindergarten At-Risk Programs by Ethnicity

STATEWIDE

RACE & ETHNICITY	FY 90	FY 91	FY 92	FY 93	FY 94	FY 95	FY 96	FY 97
WHITE non Hispanic	50	47	47	47	47	45	44	41
BLACK non Hispanic	32	31	31	31	29	29	29	30
HISPANIC	16	18	19	19	19	21	22	25
ASIAN	2	3	3	3	3	3	3	3
AMERICAN INDIAN & OTHER	0	1	0	0	2	2	1	1

DOWNSTATE

RACE & ETHNICITY	FY90	FY91	FY92	FY93	FY94	FY95	FY96	FY97
WHITE non Hispanic	68	68	67	67	67	68	65	65
BLACK non Hispanic	20	20	21	19	18	16	17	17
HISPANIC	9	8	9	9	10	12	13	13
ASIAN	2	2	2	3	3	3	3	3
AMERICAN INDIAN & OTHER	1	2	1	2	2	1	2	2

CHICAGO

RACE & ETHNICITY	FY90	FY91	FY92	FY93	FY94	FY95	FY96	FY97
WHITE non Hispanic	11	11	12	10	9	8	8	7
BLACK non Hispanic	55	50	48	50	50	50	49	48
HISPANIC	31	36	37	36	36	37	39	41
ASIAN	2	3	3	3	4	4	4	4
AMERICAN INDIAN & OTHER	1	0	0	1	1	1	0	0

CHICAGO

Table 14: Teachers' Ranking of Prekindergarten Students by Grades in FY 97

SUBJECT and GRADE LEVEL	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	DEFICIENT
READING				
Kindergarten	27.3	50.8	18.7	3.2
First Grade	27.4	43.6	21.6	7.5
Second Grade	23.1	46.2	23.2	7.4
Third Grade	19.8	42.3	28.4	9.5
Fourth Grade	21.2	41.4	31.4	6.0
Fifth Grade	23.7	42.2	28.3	5.8
Sixth Grade	25.5	35.1	28.8	10.6
Seventh Grade	24.2	40.0	28.3	7.5
Eighth Grade	18.1	44.0	27.6	10.3
Ninth Grade	24.4	30.8	30.8	14.1
MATHEMATICS				
Kindergarten	29.6	54.0	13.9	2.5
First Grade	30.7	49.2	14.2	5.9
Second Grade	26.1	51.3	16.7	5.9
Third Grade	25.7	44.9	23.2	6.2
Fourth Grade	22.3	44.8	25.9	7.1
Fifth Grade	25.6	43.0	24.3	7.1
Sixth Grade	27.9	39.4	22.6	10.1
Seventh Grade	26.1	37.0	26.9	10.1
Eighth Grade	15.5	43.1	31.9	9.5
Ninth Grade	16.7	34.6	29.5	19.2
LANGUAGE				
Kindergarten	29.7	55.4	13.1	1.8
First Grade	25.9	52.9	16.0	5.3
Second Grade	22.3	52.5	20.4	4.8
Third Grade	20.0	50.5	24.4	5.1
Fourth Grade	16.0	56.7	22.3	5.0
Fifth Grade	22.1	52.6	20.4	4.9
Sixth Grade	26.9	40.4	25.0	7.7
Seventh Grade	19.2	47.5	29.2	4.2
Eighth Grade	15.5	51.7	28.4	4.3
Ninth Grade	20.5	32.1	33.3	14.1
BEHAVIOR				
Kindergarten	36.2	49.1	11.5	3.2
First Grade	33.3	46.8	14.8	5.0
Second Grade	30.5	47.6	15.3	6.6
Third Grade	33.6	46.4	14.9	5.1
Fourth Grade	32.5	50.5	11.5	5.5
Fifth Grade	34.1	48.3	13.2	4.4
Sixth Grade	34.1	41.3	15.4	9.1
Seventh Grade	41.7	35.0	15.8	7.5
Eighth Grade	31.9	50.0	10.3	7.8
Ninth Grade	28.2	53.8	11.5	6.4

DOWNSTATE

Table 15: Teachers' Ranking of Prekindergarten Students by Grades in FY 97

SUBJECT and GRADE LEVEL	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	DEFICIENT
READING				
Kindergarten	25.2	50.5	20.8	3.6
First Grade	30.2	43.1	22.3	4.4
Second Grade	32.8	43.5	20.4	3.4
Third Grade	30.2	44.8	22.0	3.0
Fourth Grade	30.3	44.7	22.3	2.6
Fifth Grade	27.7	46.1	24.2	2
Sixth Grade	30.0	46.3	20.9	2.9
Seventh Grade	26.2	39.5	26.6	7.6
Eighth Grade	28.8	44.2	22.1	4.9
Ninth Grade	30.1	42.4	20.3	7.2
MATHEMATICS				
Kindergarten	23.9	58.0	15.5	2.6
First Grade	29.5	53.4	14.7	2.4
Second Grade	31.4	51.5	15.2	1.9
Third Grade	29.7	50.6	16.9	2.8
Fourth Grade	30.4	46.9	20.1	2.6
Fifth Grade	26.5	45.5	25.2	2.8
Sixth Grade	29.5	44.6	21.1	4.8
Seventh Grade	26.2	40.3	24.7	8.7
Eighth Grade	30.5	36.8	25.6	7.0
Ninth Grade	29.2	39.0	23.3	8.5
LANGUAGE				
Kindergarten	23.1	58.4	16.3	2.2
First Grade	25.3	53.6	18.1	3.0
Second Grade	27.2	51.3	19.1	2.4
Third Grade	27.9	49.6	19.8	2.8
Fourth Grade	28.6	48.7	20.7	1.9
Fifth Grade	28.6	46.1	23.5	1.8
Sixth Grade	28.6	48.6	19.1	3.8
Seventh Grade	28.1	38.0	27.0	6.8
Eighth Grade	28.4	44.2	23.2	4.2
Ninth Grade	29.7	41.1	22.5	6.8
BEHAVIOR				
Kindergarten	30.5	54.0	13.6	2.0
First Grade	34.3	50.3	13.0	2.3
Second Grade	35.2	49.7	12.8	2.3
Third Grade	37.5	49.3	10.6	2.6
Fourth Grade	37.9	47.7	12.4	2.1
Fifth Grade	38.5	45.0	13.4	3.1
Sixth Grade	40.4	44.2	12.5	2.9
Seventh Grade	37.6	45.2	14.4	2.7
Eighth Grade	31.7	50.0	14.8	3.5
Ninth Grade	45.8	36.0	14.4	3.8

Table 16: FY97 IGAP Data of Students Who Were in Prekindergarten At-Risk Program and All Students

READING

	THIRD GRADE			SIXTH GRADE			EIGHTH GRADE		
	% Do not meet goals	% Meet goals	% Exceed goals	% Do not meet goals	% Meet goals	% Exceed goals	% Do not meet goals	% Meet goals	% Exceed goals
DOWNSTATE-PREK	38	50	13	47	45	8	52	39	9
DOWNSTATE-ALL	22	55	23	30	50	19	29	53	18
CHICAGO-PREK	57	38	5	64	33	3	65	32	3
CHICAGO-ALL	55	39	6	65	30	5	58	37	5
STATE-PREK	43	47	10	52	42	6	56	37	7
STATE-ALL	29	52	20	37	46	17	34	50	16

MATHEMATICS

	THIRD GRADE			SIXTH GRADE			EIGHTH GRADE		
	% Do not meet goals	% Meet goals	% Exceed goals	% Do not meet goals	% Meet goals	% Exceed goals	% Do not meet goals	%Meet goals	% Exceed goals
DOWNSTATE-PREK	11	72	17	17	69	14	21	69	10
DOWNSTATE-ALL	6	63	31	9	61	30	8	62	30
CHICAGO-PREK	23	68	9	31	63	6	40	55	5
CHICAGO-ALL	25	65	10	30	61	9	27	65	8
STATE-PREK	14	71	15	21	67	12	26	65	9
STATE-ALL	10	63	27	13	61	26	12	62	26

WRITING

	THIRD GRADE			SIXTH GRADE			EIGHTH GRADE		
	% Do not meet goals	%Meet goals	% Exceed goals	% Do not meet goals	%Meet goals	% Exceed goals	% Do not meet goals	% Meet goals	% Exceed goals
DOWNSTATE-PREK	15	67	18	8	61	31	23	58	19
DOWNSTATE-ALL	11	61	27	4	49	47	10	55	35
CHICAGO-PREK	22	62	16	3	65	32	35	61	4
CHICAGO-ALL	26	59	15	15	68	17	29	59	12
STATE-PREK	17	66	17	7	62	31	27	60	13
STATE-ALL	14	61	25	6	52	41	13	56	31

SCIENCE

	FOURTH GRADE			SEVENTH GRADE		
	% Do not meet goals	%Meet goals	% Exceed goals	% Do not meet goals	% Meet goals	% Exceed goals
DOWNSTATE-PREK	11	63	26	22	59	19
DOWNSTATE-ALL	7	50	43	12	53	35
CHICAGO-PREK	29	60	11	45	49	6
CHICAGO-ALL	29	59	12	34	56	10
STATE-PREK	17	62	21	28	57	15
STATE-ALL	11	52	37	16	53	30

SOCIAL SCIENCE

	FOURTH GRADE			SEVENTH GRADE		
	% Do not meet goals	%Meet goals	% Exceed goals	% Do not meet goals	% Meet goals	% Exceed goals
DOWNSTATE-PREK	19	58	23	21	56	23
DOWNSTATE-ALL	12	48	40	12	48	40
CHICAGO-PREK	48	44	8	49	45	6
CHICAGO-ALL	45	45	10	33	53	14
STATE-PREK	30	53	17	29	53	18
STATE-ALL	19	47	34	16	49	35

Table 17: Average IGAP Scores in FY97

READING	THIRD GRADE	SIXTH GRADE	EIGHTH GRADE
	AVERAGE SCORE	AVERAGE SCORE	AVERAGE SCORE
DOWNSTATE-PREK	219	197	190
DOWNSTATE- ALL	263	na	239
CHICAGO-PREK.	176	158	155
CHICAGO-ALL	177	162	177
STATE-PREK	207	187	180
STATE-ALL	246	229	227

SCIENCE	FOURTH GRADE	SEVENTH GRADE
	AVERAGE SCORE	AVERAGE SCORE
DOWNSTATE-PREK	232	228
DOWNSTATE- ALL	268	265
CHICAGO-PREK.	177	178
CHICAGO-ALL	179	200
STATE-PREK	212	214
STATE-ALL	250	253

MATHEMATICS	THIRD GRADE	SIXTH GRADE	EIGHTH GRADE
	AVERAGE SCORE	AVERAGE SCORE	AVERAGE SCORE
DOWNSTATE-PREK	264	251	242
DOWNSTATE- ALL	303	na	302
CHICAGO-PREK.	222	220	203
CHICAGO-ALL	225	221	226
STATE-PREK	252	242	231
STATE-ALL	288	280	288

SOCIAL SCIENCE	FOURTH GRADE	SEVENTH GRADE
	AVERAGE SCORE	AVERAGE SCORE
DOWNSTATE-PREK	241	220
DOWNSTATE- ALL	278	268
CHICAGO-PREK.	172	154
CHICAGO-ALL	180	186
STATE-PREK	216	202
STATE-ALL	258	252

WRITING	THIRD GRADE	SIXTH GRADE	EIGHTH GRADE
	AVERAGE SCORE	AVERAGE SCORE	AVERAGE SCORE
DOWNSTATE-PREK	17.9	22.3	23.1
DOWNSTATE- ALL	19.0	na	25.2
CHICAGO-PREK.	17.1	20.0	21.1
CHICAGO-ALL	16.7	20.5	22.4
STATE-PREK	17.6	21.6	22.5
STATE-ALL	18.6	22.7	24.7

SAMPLE SIZE:
Third Grade: State n=1618, Downstate n=1158, Chicago n=460
Sixth Grade: State n=649,Downstate n=468, Chicago n=181
Eighth Grade: State n=283,Downstate n=204, Chicago n=79
Fourth Grade: State n=1370,Downstate n=867, Chicago n=503
Seventh Grade: State n=315, Downstate n=227, Chicago n=88